UBEA Business Education Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

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A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION


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BUSINESS EDUCATION (UBEA) FORUM

Index to Volume XIII (October 1958 through May 1959)

ARTICLES AND CONTRIBUTORS

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UNITED SERVICES FORUM

THE UBEA FORUM

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. A Volume Index to the Forum *is published annually for member-subscribers. The contents are indexed in* Business Education Index *and in* The Education Index. *The UBEA does not assume responsibility for the points of view or opinions of the contributors to* Business Education Forum *unless such statements have been established by a resolution of the Association.*

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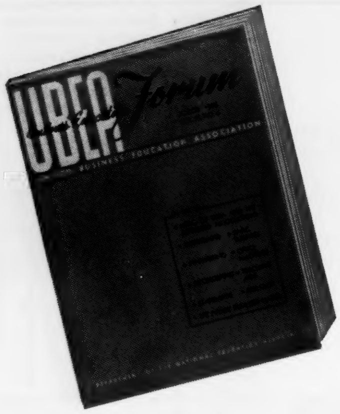
Office Communications

COMMUNICATIONS, written or oral, between management and employees have always been a problem since the first business operation. This has been true because writer and reader or the talker and listener seldom give precisely the same meaning to words used to convey ideas. Many times only a slight misinterpretation of the meaning of words will affect the action taken in a way that will render it worthless.

Development of the scientific method has contributed much to improving the techniques of production. Great strides have been made in the invention of automatic and semiautomatic machines that produce faster and more economically. Less progress seems to have been made in dealing with the human element in organizations. This lack of progress may have been caused in part from faulty communications from within companies. There is evidence that many companies do not care or they fail to recognize that communications must flow two ways. It is equally important to have channels of communications flow upward from employees to management and to have orders and policies flow downward to the employees from top management. Channels of communications in most companies seem to have developed on lines of least resistance rather than to have been carefully planned.

Historically, the office's function in communication has been neglected and underrated by management. In the past there has been little effort on the part of management to utilize fully the potential resources of the office as a gathering and distributing agency for communication at all levels in the organization structure.

In recent years, however, management has come to realize how important good communication is to efficient operation and as a result of this realization it is turning to the office staff for help. Now the office and the office worker are assuming a critical position in the channels of communications because the office is the nerve center through which all communications must pass from worker to top management and from top management back to the worker. Now the office worker not only assembles information from all phases of the organization but he also interprets the data to see that the proper officials have it at the appropriate time for effective action.—WILSON ASHBY, *Issue Editor.*



In This Issue

► Office communications, an integral part of any business, is the theme for the Feature Section (pages 9-17) in this issue of the FORUM. When you have finished reading your copy of the FORUM, why not pass it along to friends in business? They, too, will find interesting and usable items of information.

► The Services Section (pages 21-31) provides the answers to questions raised frequently in the business education classroom on work simplification for stenographers, typewriting proficiency, assignments for the bright learner in bookkeeping, systems in the office practice classroom, examinations in basic business, role-playing in selling situations, and others.

► In the In-Action Section (pages 32-34) are choice news items to keep you better informed concerning the activities of your unified professional associations. FBLA, one of UBEA's major activities, continues to expand at a rapid rate—Chapter 2000 will be installed on May 16. The college Division of FBLA is now a reality. These and other activities are reported in this section of the FORUM.

► Attractive advertisements describing the best in new textbooks and the latest engineering developments in equipment for the business department are in this issue of the FORUM. Our advertisers help make possible the delivery of the FORUM to you each month. Why not tell them so—they will appreciate hearing from you and you will do yourself and business education a good deed. Please mention the FORUM when you communicate with advertisers.

► Your classroom activities will terminate soon for the summer months and with this issue of the FORUM we will suspend publication until October. Before you leave for your summer vacation or enter summer school, please add these items to your list of things to do: Include the annual meeting of UBEA on your July schedule. . . . See that your UBEA membership has been renewed so your name will be on the mailing list to receive the October issue of the FORUM. . . . Send us your change of address if your permanent address in September will be different from the one at which you received this issue of the FORUM. . . . Invite another business teacher (perhaps a person you meet in summer school or in your travels) to become a member of UBEA. . . . Visit the UBEA Headquarters Office if you are in Washington, D. C. Please have a pleasant vacation wherever you go and whatever you do.—*H.P.G.*

Editor: Office Standards Forum
WILSON ASHBY
University of Alabama
University, Alabama

THE *Forum*

Standards of Communication from:

Office Employees to Management

By FRANK GILMER, Jr., Valley High School, Albuquerque, New Mexico

During any general discussion of communications, the concept that communication is a two-way road is invariably mentioned. Referring to the vertical arrangement of most organizational charts, it is said that lines of communication must be open both "up" and "down."

Management has long been concerned with communications from the top down, and has contrived various media to effect it: group meetings, management letters, bulletin boards, special publications, and "coordinated communications" programs, among others. But what about communication from office employees to management? This channel seems to have been somewhat neglected and underrated. About the only upward communication tools employed have been suggestion boxes and the opportunity to make an appointment with the personnel manager.

Office Workers Considered Close to Management

Office communication problems, of course, will vary depending on the size of the office or the size of the company. One reason perhaps that upward communication from office employees to management has not received much consideration is the fact that office employees have traditionally aligned themselves with management. Attempts at unionizing office employees, for example, have not been overwhelmingly successful because of this attitude. In many cases, office employees are in close daily contact with management through the very nature of the work they perform—preparing letters, reports, payrolls and records, and handling incoming mail. Even in the smallest offices, however, the upward road of communication should be kept open to avoid the ever-present possibilities of misunderstandings and rumors.

More Machines Sometimes Add to Problem

On first observation, it would seem that more office machines and appliances would help the upward flow of communication in the office. Ironically, machines may contribute to poorer upward communication. Take, for instance, the use of dictating equipment. When the secretary took shorthand dictation in the presence of the boss, two-way communication was open; with the use of electronic dictating equipment, the secretary or stenographer can no longer "talk back." The voice she hears over the instrument earphone is communicating to her, but her asking questions of a grooved disc or magnetic tape can hardly be considered upward communication. The transcriber of the dictated message, furthermore, may even be located in a far-removed typewriting pool.

Other evidences of poor upward communication in offices have been uncovered by systems analysists or so-called "efficiency experts." When analyzing an office routine they have found that interviewing a supervisor is not enough. They know they must go directly to the employee performing the actual job and inquire of him. Why? Upward communication is so poor that not even the office manager or supervisor is completely aware of the specific way individual jobs are performed. The worker may have improved a certain technique or may be using a very inefficient one. In either case, the supervisor is often unaware of just what mechanical details are involved in accomplishing the requirements of a particular job.

Office communication may have grown haphazardly. Perhaps the need for some routine or report may have disappeared; perhaps increased volume of work has created a need for some added type of communication; or perhaps some planning should be employed to provide for flexibility.

Illustration 1

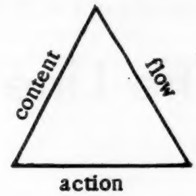


Illustration 1 shows a triangle that can be used as a visual device to help analyze communications. Suitable for use in the office or classroom, the left-hand side of the triangle, "Content," concerns determining just what type of communication is being analyzed—is it a letter, telegram, phone call, memo . . . just what?

"Flow" of the communication is of next concern, and forms the right side of the triangle. From whom to whom is it directed? It can be a one-to-one communication, one-to-many, or many-to-one.

"Action" forms the bottom of the triangle. After the communication was received, what action was taken? In the case of a letter, was it read and forgotten, read and filed, read and destroyed, read and passed on . . . in other words, just what disposition was made of it?

"Effective, two-way communication in the office results in improved employee morale . . . "

Now that some of the problems of upward communication have been discussed, just how should all this relate to the teaching of office practice? First, the office practice student should be made aware of the fact that despite a wide array of communicative tools enumerated in most office practice textbooks, few of them are used at the present time for upward communication from office employees to management.

Second, the office practice student should be familiar with certain basic communication concepts. Illustration 2 can be used to serve as an illustration of some very basic, all-encompassing communication concepts.

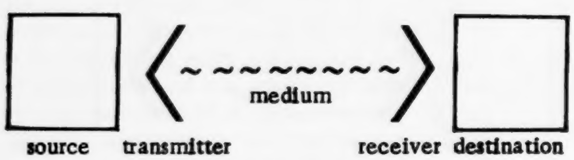


Illustration 2

In face-to-face conversation, for example, the source is the brain of the speaker, the transmitter is his mouth, the medium is spoken language, the receiver is the ear of the listener, and the destination is the brain of the listener.

To apply this illustration to another field, an example could be made of television broadcasting. The source is the television camera, the transmitter is the actual television image transmitter, the medium is electronic impulses sent through the air, the receiver is the home television set, and the destination is the picture on the television tube ready to view.

Still another example might be made by associating the source with the brain of the letter-writer, the transmitter with typewritten words on a page, the medium with written language, the receiver with the eyes of the reader, and the destination with the brain of the reader.

Notice that the diagram also depicts a very definite "two-wayness" about communication. By reversing the labels under the symbols, communication can flow in the opposite direction.

The element of interference as it affects communication can be added to the illustration as vertical lines crossing the horizontal communication path.

Marks of a Good Communications Program

Effective, two-way communication in the office results in improved employee morale through a feeling of "belonging," supression of harmful rumors, and generally increased efficiency. More efficient work means fewer costs; fewer costs mean more profit.

Office employees, on their own, will have a tough time inaugurating new methods of upward communication. It is up to management to take the initiative—and the first step is to recognize the importance of maintaining good upward communication as well as that downward.

Standards of Communication from:

The Line or Production Employee to the Office

By MARY CLAIRE GRIFFIN, University of Alabama, University, Alabama

IN THE VERY COMPLEX PROCESS of communicating within an organization, it is difficult to determine the standards used and the effectiveness of the standards followed. Even when effective means of communication are used in an organization, it is difficult to know if the correct interpretation of the idea has been transmitted. Of course, the office worker plays a major role in the interpretation and the transmission of information in an organization.

Are companies aware of the necessity for moving information upward and are they using the most effective means of transmitting ideas, concepts, and attitudes from the line or production employee to the office? In order to obtain information concerning this question the contributor sent questionnaires to 78 industries in Alabama. These companies employ from 500 to 5000 workers. Forty-four percent of the questionnaires were completed and returned.

The purpose of the questionnaire was to find out the type of verbal and written communication used in upward communication, who is the key link between labor and the office, the barriers to upward communication, the type of communication which is most effective, the channels used, and if information and recommendations are solicited from subordinates.

Methods Used in Communication

Twenty-four companies indicated that meetings of supervisors with company officers was the most important type of verbal communication. Confidential interviews

"Seventy percent of the companies checked 'resistance to change' as a barrier to upward communication."

was rated as the next most frequently used method. These interviews could be conducted by an outside agency or a member of the staff personnel. It was not shown what method was used. The "open house," meaning that employees are free to talk with higher officers without going through the supervisory line, is practiced in eleven of the industries reporting. The "in-plant broadcasting system" is used in five companies. Some companies indicated that they considered day-to-day contacts important in verbal communication as well as group meetings. Other means used in communicating from production line to office are meetings with union representatives, organized suggestion system, personal visits to line, general meetings of workers, and special meetings of workers. One of the larger companies, having from 2500 to 5000 employees listed "daily individual conversation between foreman and worker (business and personal)" as the most important means and "completely open door to all areas of management from supervisor to president" as the second most important means of communicating from production line to office. It is doubtful whether or not completely open door is ever practiced successfully.

Of the industries reporting, 38 percent indicated that memoranda was the type of written communication used most frequently. Twenty-nine percent rated "reports made by workers or persons delegated to represent workers" as number one in order of importance. Standard routine forms are used by 59 percent of the companies and the suggestion system by 35 percent. Ten industries reported using "minutes of meetings" and "orders" as written communication. Only two companies indicated the use of attitude surveys and employee opinion polls and these were not rated high in importance. Company publications and formal complaint procedures were listed as other types of written communication used.

One company reported having a suggestion system jointly carried on by unions and management through which suggestions are offered for improving the work, working conditions, and health and safety. Business handled through this system does not include anything of a negotiable nature such as pay or grievances. Projects such as studies of pay plan and working out group health insurance programs have been handled through this channel. This joint program is stated as being very effective. A printed manual which explains how the program works is issued by the central joint co-operative committee and is distributed to employees. Minutes of the meetings serve as the medium of communication and are used as a means of requesting action by whatever higher level authority that is needed to act on a particular matter. It is stated that the minutes are particularly effective in that all levels of the organization receive distribution at the same time and review them so that delays are not caused by passing through the chain of authority.

Many different titles were given as answers to the question, "What person in your organization is the key link between labor and the office in upward communication?" The companies reported as follows: foreman, 6; personnel manager, 6; department head, 5; superintendent, 5; supervisor, 4; director of industrial relations, 2; president, 1; manager of labor relations, 1; vice-president, 1; operations manager, 1; job steward, 1.

Recognition of Existing Barriers

Seventy percent of the companies checked "resistance to change" as a barrier to upward communication. Thirty-seven percent indicated that members of the company's line organization who are bottlenecks caused a barrier. The timing of communications was checked by 32 percent of the industries. Twenty-six percent gave "the organizational structure," as a barrier, while the language barrier was checked by only 11 percent. Five companies answering the questionnaire indicated that no barriers existed to interfere with upward communication in their respective organizations. One large company indicated that written communication is the most effective means used but that written communications have to be discussed to be sure of their meaning due to the language barrier.

Patterns Followed in Transmitting Information

In 73 percent of the responding companies verbal communication is used most effectively in conveying ideas and attitudes to the office. Thirty of the 34 industries answering gave definite channels through which information is transmitted to the office when verbal communication is practiced. Twenty-one companies follow a definite pattern when conveying information by written communication. Three of the companies indicated that no written communication is used. Eighteen used the same channels for written and verbal communication.

Some of these are: production employee, superintendent, foreman, plant manager; production employee, supervisor, plant superintendent or administrative office, company president; production employee, foreman, department foreman, superintendent, personnel department; production employee, foreman, superintendent, personnel manager, factory manager, vice-chairman and general manager; production employee, 2nd hands, department foreman, plant's superintendent, general manager; production employee, 1st line foreman, department head, industrial relations manager, plant superintendent, plant manager.

One of the larger companies reporting listed the "Board of Operatives" as a step in transmitting both verbal and written communication. The pattern followed is from production employee to leadman, foreman, de-

"The attitudes and emotions of affected workers must be considered in management's planning and control."

partment superintendents, board of operatives. The "Board of Operatives" is a "group of 12 men elected by the employees to represent them in all things tending to promote the common good, and to secure and insure close relations and intelligent co-operation on the part of all connected with the organization."

Another company having from 2500 to 5000 employees listed a union committee as a means of transmitting information from production line to the office. The union steward was given as the second link in the chain when both verbal and written communication are practiced. Thirty-two of the 34 companies reporting indicated that information and recommendations are solicited from subordinates.

In the analysis of the answers to the questionnaire there is an indication that the companies believe that ideas, concepts, and attitudes are transmitted successfully from the line of production to the office. However, it is evident that all available means and media of communication are not practiced in the organizations. Only one company stated a recognition of inadequacies in its process of upward communication and expressed the desire to make improvements. Many of the organizations did express a sincere interest in upward communication.

Standards of Communication from:

Management to Office Employees

By **ELEANOR MALICHE**, Ferris Institute, Big Rapids, Michigan

IN RECENT YEARS companies large and small have paid increasing attention to the importance of good communication. Managements have been trying to avoid misunderstandings, misinterpretations, and distrust by providing adequate and effective transmission of decisions and plans.

Management's goal is to improve operating efficiency. Techniques of communication are helping to achieve this purpose by building confidence in top management and by motivating employees to take greater interest in the job they are doing in order to further the objectives of the company.

What does communication in business mean? Traditionally it is the transmission of company policies, decisions, and actions from management to the lower echelons. Good communication requires an exchange of information between management and employees, management and supervisors, supervisors and other supervisors, supervisors and employees, and employees and other employees. Information must be exchanged upward and downward as well as laterally.

Fundamentally, communication is the transmission of ideas from a sender (speaker) to a receiver (listener). Transfer of meaning from person to person is through some kind of symbol—words, written or spoken, pictures, or gestures. Gestures such as a shrug of the shoulders, may have fully as strong an effect as saying or writing "Who cares?"

Basic to a person's understanding of what another individual is trying to convey are his own background, his education, his beliefs, his attitudes, and his experiences. Each individual selects those factors from a situation which are consistent with his values and ignores others that are different from them or are in conflict with them. When each person talks or listens, he is evaluating the exchange from many points of view: what kind of person he himself is or imagines himself to be, what kind of behavior he expects from others, behavior he thinks others expect from him; what he likes and dislikes, supports and opposes; what his immediate or long-range personal and business goals are; and what action he has experienced in past encounters of a similar nature.

The complexity of communicating ideas is enormous. And what is considered to be a complex process when only two persons are involved is vastly multiplied in an organization where persons of varying backgrounds, experiences, prejudices, and attitudes are brought together to work toward a common goal of the organization. The attitudes and emotions of affected workers must be considered in management's planning and control. Important to the achievement of this goal is the teamwork of the entire employee group.

Enlightened managements are making concerted efforts to build teamwork through their communication programs. Yet, management's consciousness of the necessity for conveying and exchanging appropriate information with proper persons has frequently not been extended to the office worker. Management's slighting of this group of workers seems surprising in view of its numerical importance and cost.

The Bureau of Labor Statistics has reported that clerical and kindred workers increased in numbers faster than any other occupational group during the period of

"The basic human need to belong and to cooperate should be developed . . ."

1910 to 1950 and is continuing to grow faster than the labor force as a whole, despite the fact that this rate of growth has slowed down in the past decade (probably partly because of the introduction of automatic data processing equipment). In 1910 white collar workers comprised 22 percent of the labor force. By 1956, the proportion had almost doubled to about 40 percent.

Despite the numbers of clerical workers in organizations, many managements do not consider this group to be of great importance. This feeling was evidenced by remarks made in an address recently to business educators by a representative of an organization employing 44,000 salaried workers, 6000 (14 percent) of whom fall into the office employee category. "Unimportant in the company management picture is the office employee. Any one could leave tomorrow and be replaced without interruption of the operation of our organization. Because of their unimportance, we feel it is a waste of time, effort, and money to give them any training or provide promotional possibilities."

As a matter of fact, the office function has been taken so much for granted that a recent study published in *Fortune* revealed that many otherwise progressive managements do not know and cannot even estimate the cost of the office function in their organizations.

In spite of the fact that little interest is shown in or little importance attached to the clerical group, complaints such as the following examples are frequently expressed by management personnel about clerical workers: high turnover, high absenteeism, little interest in the work to be done, too long coffee breaks and lunch periods, tardiness, poor output, chronic complaining, poor attitudes, and poor skills.

What can be done to increase understanding between top management and office employees and to correct the attitudes each group evidently has toward the other? Studies, ever since the classic experimental research at the Hawthorne plant of Western Electric, have shown us that good communication cannot only impart information but can also help both groups toward better expression and interpretation of instructions and behavior on the job so that a well-knit, goal-oriented organization results. How can the office worker be induced to feel that he is sharing in the constructive activity of meeting his organization's goals? What role does communication play in this inducement?

There is no exact answer; however, evidence is being supplied by business and industry, research centers, and professional organizations that give us an idea of what constitutes good communication and how it helps to develop teamwork.

Good communication between office employees and top management must be an integral part of the complete company policy for communication. This policy should preferably be in the form of written statements spread to all personnel throughout the organization clearly defining management's intentions regarding the communication program to be followed.

Vitally important also are management's attitudes about the value of the office employee's contribution to the total organization function. These attitudes should be reflected not only in the way an office employee is involved in the company's plans and decisions but also in providing tangible evidence of indicating the employee's worth in the form of such incentives as promotional opportunities and salary increases. Many companies ignore this obvious aspect. For instance, mentioned earlier was a company with 6000 of its 44,000 salaried employees in the office employee classification; yet this organization provides almost no promotional opportunities for them. Only 15 positions exist into which any of these persons may move.

The basic human need to belong and to cooperate should be developed by involving the office employee in the work situation instead of attempting to build morale and loyalty through frills and manipulation. "Playing up" to clerical employees insults their intelligence, stultifies communication, and creates distrust in the organization's motives. Management must accept and acknowledge the fact that clerical employees do like to work and are interested in doing a good job. It must narrow the gap between itself and the office employee by permitting the correct type of emotional atmosphere to develop for a free exchange of information. It must help all personnel to be communication-minded and to recognize communication as a way to work with people.

Vital to management's desire to communicate with office employees is the difficult question of what and how much to communicate. Obviously, management does not need to bare its soul about all its decisions and plans. However, experience with participative management techniques has shown that clerical employees are very much concerned with organizational functions that relate to individual status. They want to hear any news, good or bad, which directly affects their job assignment and duties. For example, a decision of top management to make some changes in one of its products may be of little concern to the company's clerical employees; but the decision of management to cut office costs and expedite office work by the introduction of data processing equipment will be of great concern to most clerical employees.

The communication program must be a continuing process on the part of management planning just as production, sales, and expansion. It must continually aim at mutual understanding. Naturally, the size and organizational structure of a company will determine which channels and media of communication will be utilized.

"Company plans, policies, and operations directly affecting office workers' jobs should be presented realistically."

Management might channel information down through successive levels of supervision or through staff units to all employees. Management might also utilize its training programs for disseminating information. As a matter of fact, training programs are an excellent communication channel and are used for this purpose as frequently as they are used for the promotion of the employee's personal development in his job. There are many training programs for office employees that an organization can provide both internally and externally. The employment interview is the first step in the training and introduction of an employee to management philosophy and policy. The employment procedure should be followed up with a company orientation plan which gives an employee some initial indoctrination to the history of the company, its product, plans, and employee benefits. This company orientation should be on a continuing basis throughout the entire period of service of the employee with the organization. Management would do well to provide also special skills or knowledge improvement courses, throughout the entire period of service of the employee including human relations courses, supervisory training where applicable, as well as special training when major changes occur (such as change over to use of data processing equipment).

Office employees should be included in company plans for providing additional education offered by adult education centers. They should be encouraged to be active in professional and trade organizations. Further, funds should be made available for office employees' participation in professional conferences and training seminars.

Suggestion systems and opinion surveys may be utilized for channeling information and ideas upward from the office employee to top management. Not to be overlooked in the communication picture is the use of the company grapevine. It channels information both upward and downward and can be used most effectively if key communicators are located and developed.

Management can supplement the channeling of information through a variety of communication media, chief of which are the written and oral communications. The media of written communication are too numerous to enumerate here; the most used include company handbooks, procedural manuals, job descriptions, magazines and newspapers, bulletin boards, and reports.

Company handbooks can be used as a ready source for information on the history of company development, company organization, objectives, and plans; general description of product or services; general company policies, such as hours of work, absence and tardiness policies; employee benefits, such as group health insurance, retirement benefits, and sick leave.

Company procedural manuals are important for their description of the various functions of the company and their specific information for accomplishing these functions in each division and section of the company.

A job description of specific duties and responsibilities should include the name or title of the person to whom the employee will be responsible, a statement of how this position fits into the over-all organizational picture, and possible promotional pathways.

Company magazines, newspapers, and newsletters are media widely used that can help to build office employees' morale. Company plans, policies, and operations directly affecting office workers' jobs should be presented realistically. The practical facts of what these employees want to know and need to know should be given preference in these publications over general chitchat about employee social and athletic activities.

Bulletin boards can be utilized for current company news and important announcements. They can be used in connection with suggestion systems, encouraging employee participation in improvement of company services, product, or procedures. Keeping the bulletin board information up to date helps to give the employee the feeling that his company cares whether or not he receives the latest news about recent developments.

Annual reports have traditionally been distributed only to certain company executives and to stockholders. Recent studies have shown, however, more and more employees like to see in writing what their companies have accomplished in a given year, the current status of the company, its plans and objectives for the coming year, and the general plans for the succeeding 5, 10, or 20 years. Availability of these reports to office employees may be a useful tool for generating interest of the employee in the growth and profitability of the company.

An organization may use all these written communication media and yet find that its job of communicating with office employees is inadequate and lacks force. No company can rely wholly upon printed matter to influence its employees. Ocasionally the feeling exists that a certain problem or piece of information can best be presented before a general meeting of all employees simultaneously. When a major change is being contemplated, management sometimes feels that presenting it at such a meeting is giving it a more personal touch than through a written communique. Still, as with the written communications, there is, for the most part, only one-way communication—downward. The same is true of presenting announcements or short talks over a public address system.

Small group conferences can provide a means of exchanging information horizontally and vertically in the organizational structure and provide a means for increasing understanding of management's position, job responsibilities of others, and how one's own position is related to the position of others in the group.

"In recent years, communication has become a vital part of management philosophy and planning."

All of these media, however, should be regarded as merely aids to supplement the interpersonal, oral exchange between supervisors and employees. Indeed, supervisors are the key communicators of company information. Nothing can displace the face-to face conversation as a means to successful company-employee communications.

The employee may be handed by the employment office an employee handbook, a company newspaper, and perhaps even a job description of the position he will fill, but the employee's immediate supervisor can and must interpret company policies and job duties and responsibilities. The supervisor gives the instructions and orders, and appraises periodically the performance of his employees. He is the one who should discuss with office employees their strengths and weaknesses and who should indicate how the employee can better his job performance. The supervisor's communication with the office employee must be religiously practiced at all times, not just when the office employee has performed unsatisfactorially. Such personal contact permits two-way communication, and if practiced properly provides a valuable exchange of information by permitting the office employee as much as possible in the planning of his work. In many cases, good relationships result from a supervisor's merely talking over planning with an employee.

In recent years, communication has become a vital part of management philosophy and planning. Certainly not to be slighted in the communication system is the office employee whose numbers are increasing faster than the labor force as a whole with corresponding rapidity of rising office costs. Top management must recognize the importance of building good morale and strong team spirit in this group of workers through the various techniques available for its use, chief of which is recognized to be good communication.

Standards of Communication from:

The Office to Line or Production Employees

By J. CURTIS HALL, Alabama Polytechnic Institute, Auburn, Alabama

THE NEED for good communications is apparent to anyone who has been involved in any kind of complex, organized effort. The successful voyage of an atomic submarine, the record-breaking flight of a jet airliner, or the spectacular launching of a moon rocket depends upon accurate, reliable communications. In the same way a business enterprise must rely upon its system of communication for efficient operation. The office acts as the nerve center from which all messages are transmitted and to which all incoming information is funneled. Thus, communications from management to factory or production personnel make up an important part of the work of a business office.

Kinds of Communications Required

In the average manufacturing firm there are at least three general types of information that the office must pass along from top management to employees on the production line. First of all, there are instructions about the work that must be done from day to day, week to week, and month to month. Work schedules must be established, and detailed information about specific operations must reach the personnel who man the machines or perform the tasks that produce the finished product. Often it may be possible for such information to reach the production line well in advance of the time it will be needed. There are occasions, however, when time is an important factor and communication must be rapid and accurate. Examples from a particular industry may illustrate these two situations. The manufacturer of men's socks may, after extensive investigation, decide to produce a new Style 10. Orders would then go out from the office to all factory personnel to begin the conversion to the new style two months from the date of the notice. This communication does not require immediate action on the production line, but it is a part of the long-range work schedule. The same manufacturer may on the morning of August 10 instruct the shipping department to prepare 100 dozen pairs of Style 7 socks for the afternoon train. At 10:00 a.m. the same day it may be necessary to change that work schedule so that a rush order of 50 dozen Style 4 socks may be prepared immediately for air express. The number of such instances in which both general and specific instructions must be transmitted to production employees is practically without limit.

A second type of information that must be sent to production personnel sets forth the rules and regulations that govern the actions of all employees while they are on the job. Such regulations are essential whenever two or more persons are involved in joint efforts of any kind. There must be some understanding about who will assume certain responsibilities, when tasks will be performed, what evaluations will be made, and the like. A

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typical set of regulations for industrial employees may contain rules relating to hiring and dismissal, supervision, transfers, promotions, union activity, safety measures, personnel records, grievances, conditions of employment, and perhaps other items peculiar to certain types of industries.

Regulations pertaining to conditions of employment often give rather extensive information about wage payments, hours of work, overtime, rest periods, holidays with pay, vacations, sick leave, emergency leave, leaves of absence, health and welfare provisions, and termination of employment. Some of these communications involve great detail. For example, rules relating to wage payments may specify the frequency with which payments will be made, deductions required by law, deductions made at the request of unions, deductions that will be made at the request of the employee, and whether payment will be made by check or in cash. Similarly, regulations pertaining to health and welfare of employees may outline procedure an employee must follow to receive medical care, compensation for time lost due to illness or injury arising out of his employment, company loans for emergencies, and many other benefits.

A third type of information that must be transmitted to employees on the production line pertains to those general operations of the company that either directly or indirectly affect all personnel. There has been rather widespread recognition in recent years that a business should keep its employees informed about its present activities and its plans for the future. Factory personnel want to know what management is doing or plans to do for the benefit of the company generally. It is equally important that communications make perfectly clear what the company is doing or hopes to do for the benefit of its line employees. Every employee likes to feel that the organization for which he works is concerned about his welfare.

The Price of Poor Communications

Considerable attention has been given in this country to determining the factors that contribute to job satisfaction. Almost every listing of the basic desires of employees indicates that the average worker wants to know and understand the forces and factors at work in his world. He wants some understanding of what is going on in the company for which he works. He would like to know what seems reasonable for him to expect in the future. He wants to know *why* he must abide by certain regulations. Frequently the cause of misunderstanding between management and the factory employee can be attributed to faulty communications rather than to unfair regulations or unsound policy. It is well known that the average person who does not receive the correct answer to an important question or a pressing problem will supply an answer of his own. Often the answer an employee supplies may be considerably removed from the facts or from the intentions of management. Conclusions based on inadequate information are almost always harmful to both management and the employee. Specific examples may illustrate how poor communications may create problems.

One study by the contributor revealed how lack of communication contributed to employee dissatisfaction with the way wage increases were handled. Although the officers of the organization in question believed they were basing wage increases almost wholly on merit, three-fourths of the employees believed quality or quantity of work had no influence in determining increases. Interviews indicated that most of the employees were unable to name any specific basis on which they believed the increases were established. One comment was, "Increases seem to depend entirely on the stupid budget—this crazy budget is the original excuse for putting off discussion of wage increases." Other observations about the basis for increases were: "I have no idea." "I wish I knew." "You ask the supervisor for a raise and then don't get it." There was similar misunderstanding about how promotions were handled in the same organization. The policy of the management was to promote from within the company, yet most of the employees believed they had little chance of being promoted. Many persons said they did not know how promotions were handled, nor did they know whom to approach in making requests for promotions.

One firm prepared and published a detailed set of regulations designed to set forth clearly the obligations of the employees to the company and the responsibilities of the company to the employees. Results of investigation into the understanding that employees had of these regulations surprised the management. More than one-half of the workers said they knew nothing about one-third of the regulations. Even more surprising, no more than 90 percent of the personnel knew about any single regulation. In only two cases were as many as 90 percent of the employees aware of the rules governing their relationships with their employer. These two sets of regulations pertained to hours of work and to holidays with pay. Even when they were aware of the regulations, many employees did not know why the rules existed and were often dissatisfied with them. Indications of dissatisfaction were revealed by remarks such as: "I think it most unjust that we lose our seniority status when we return from leave without pay." "Employees should be better informed about job classifications and chances for wage increases." "Regulations about emergency leave should be clarified." "Why should we have to work six months before we are eligible for vacations?"

Management experts agree that employees need to feel they are making a real contribution to the operation of

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the business in which they work. The production worker understands and appreciates the importance of his job only when he is able to see how it fits into the total pattern of what the company is trying to do. Adequate information about a company's operations may be the best antidote for dissatisfaction among its employees. A recent inquiry disclosed that less than one-half of the employees felt they received adequate information about the over-all organization and operation of the company in which they were employed. A majority expressed the belief that it would be helpful in their jobs if they knew more about the firm's operations. They wanted to know the interrelationship between various departments, the functions of specific departments, changes in administrative personnel, the names of key people in the organization, the problems faced by the firm, the plans for the future of the company, and other similar information. Clearly, these employees were trying to view their own jobs in relation to a larger framework which they believed must have greater significance than isolated, repetitive tasks.

The Problem of How To Communicate

There are two basic ways to transmit information from the office to production employees. The communications must be either *written* or *oral*. Written messages may be physically transported to the receiver, or they may be mechanically reproduced at some point in the factory. Oral communications may be delivered directly, or they may be reproduced at a distance.

Talking is perhaps the easiest and most natural way to communicate. Spoken messages may be delivered in person or by messenger. They also may be transmitted by telephone or by an intercommunication system. Electric paging systems may be used to send other sound-type communications. Public address systems are being used more and more for special announcements as well as for work music.

Written messages may be physically transported by messengers, by pneumatic tubes, by belts, by wire carriers, or by dumb waiters. Many businesses have found that messenger service is now more expensive than some of the mechanical devices. If the equipment is installed at the time the building is constructed, the advantage in using it may be increased considerably. Messengers are still used, however, if communications must be sent to several buildings or if installation of carrier equipment or pneumatic tubes is too costly. In many cases, the messenger service functions as an intercompany mail service.

Written messages may be quickly transmitted and reproduced at designated receiving stations by means of the telautograph. This device transmits the message in the sender's own handwriting, and the reproduction is almost simultaneous with the writing. The transmitting station and the receiving station are connected by an electrical wiring system. Usually the sending station has both a transmitter and a reciever, while the average receiving station is not equipped to transmit. The telautograph furnishes a permanent, handwritten record of the information being transmitted. It may be especially useful if the intended receiver of messages is required to make frequent trips from his work station. In such cases the messages are automatically available when the receiver returns to his work place. This telegraphic device has been used to advantage in complex assembly-line installations. For example, the person charged with the responsibility for maintaining accurate scheduling in an automobile assembly plant may make effective use of the telautograph. He sends messages to various points along the line to insure that the proper part arrives at the right place at the right time.

The choice of the method to be used for a particular communication will depend upon the nature and purpose of the message as well as upon the types of communication systems that are available. Usually four factors will be considered when a selection is made of a particular method of transmitting a message. First, the sender must determine if *speed* is the most important factor. He must recognize that increased speed is almost always accompanied by greater cost. The second factor to be considered is *cost*. The basic question here is whether the cost is more important than the length of time it takes to deliver the message. The frequency of the use of the communication may also influence the cost factor. A third consideration that influences the choice of method is the *error* factor. Often it is absolutely essential that no error and no misunderstanding occur in the transmission of the message. In such cases, written messages may have some advantage over oral ones. The fourth factor to which attention must be given in selecting the method of communication is the placement of *responsibility*. It may be desirable to fix beyond question the responsibility for both the origin and the receipt of a message. A written communication with a copy retained would establish such responsibility.

The Challenge

The methods of communication in many firms today just grew in a hit-or-miss fashion with the business. Rarely have they been based on scientific analysis or study of the problems involved. Considerable progress has been made, however, in systems for transmitting specific instructions for carrying out the daily routine on the production line. The primary challenge now is to find ways to communicate more effectively with employees about the general operations of the business and the reasons for rules and regulations under which all personnel must operate.

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UNITED SERVICES

SHORTHAND

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WORK SIMPLIFICATION FOR STENOGRAPHERS

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WORK SIMPLIFICATION and time and motion study are terms that get much attention from management today. Stenographers' jobs, too, can be simplified, and motion economy is as important for transcribers as for other workers. Unfortunately, working effectively and efficiently is not instinctive.

Much pressure and tension exist today. Time-saving, motion-eliminating procedures, learned, practiced, and made habitual, result not only in the doing of more work; but because of the smoothness which they bring, they keep frustration at a minimum. Certainly, a tendency toward fewer errors can be expected with less tension. If teachers apply common sense to the habits they teach, students will find their work easier and will have benefited from work simplification.

Unnecessary Motions Waste Time

An examination of the stenographer's job shows that too often much time is wasted and many unnecessary motions are made through habit. To eliminate this wasted time and unnecessary motion, the teachers of shorthand, typewriting, and transcription have a responsibility to instill efficient habits early in the student's learning period. Many of these most desired activities are very simple, the kind that almost anyone would agree are basic. They will be adopted easily if others are not formed first.

Procedure No. 1: Many, many typists and transcribers must take their attention from the process of moving the typewriter carriage to the proper place for erasing, just to find the eraser. Looking first on one side of the machine and then the other, peeping under papers, moving the copyholder, feeling along and under the edges of the machine are common procedures in typewriting and transcription rooms and in every office. The entire process is then repeated for the next error, and the next, and the next.

Simplified Technique for No. 1: To have an exact and specific place for the eraser and to put it there *every time* so that it can be reached for, found, picked up, and brought to the correction area without looking makes sense. To instill this habit, insist that each student have a place and put the eraser there *every* time. Drill by stopping the class, calling "eraser." Continue until there is no fumbling.

Procedure No. 2: In a class where the making of carbon copies is being learned, or where the use of carbons is being practiced, few students have several "sets" or "packs" already assembled before class. An office worker will interleave several sets when she has a slack moment and place them in a folder ready for instant use. The procedure saves time in the classroom, too. (A by-product is the elimination of the one sheet of carbon turned the wrong way making a must-be-read-with-mirror copy on the back of the original.)

Simplified Technique for No. 2: Teach students to prepare carbon sets with a minimum of correct motions and have the steps practiced until they are done as a matter of fact.

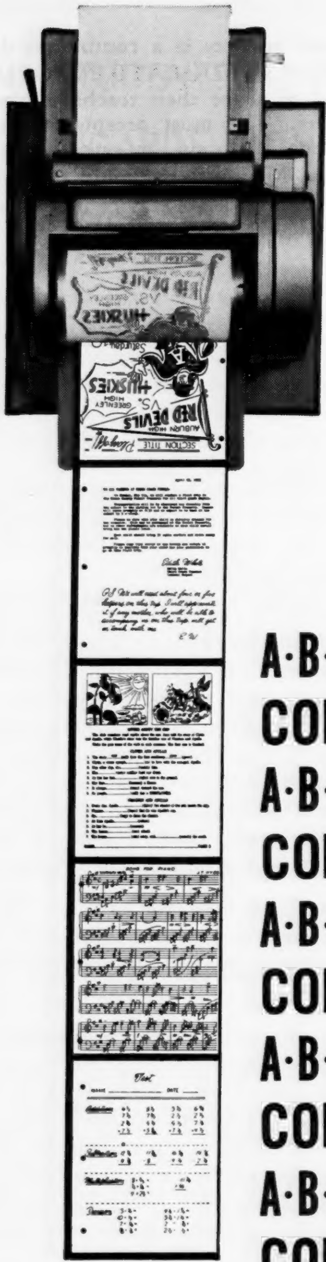
Procedure No. 3: In several offices, studies show that typists whose production is measured, typewrite more strokes or lines a day when long letters are typed as opposed to short letters of one hundred to two hundred words. Obviously, output can be increased only by handling paper efficiently and in typewriting the opening and closing lines of a letter effectively. Any of these techniques the student can acquire will tend to increase his efficiency.

Simplified Technique for No. 3: Teach the almost simultaneous use of the carriage return and the tabulator key so that the carriage goes far enough, but does not make a full return before "tabbing" to the closing line position. Having taught the technique, see that the student uses it on every letter day after day.

Procedure No. 4: Many students report that the constant interruptions are most disconcerting when they are on the job. They are called for dictation, someone asks a question, the telephone rings. "I just can't get anything done," is their cry.

Simplified Technique for No. 4: Teach the students when transcribing to cancel their notes *to* the place where

(*Please turn to page* 23)



Shorthand

(*Continued from page* 21)

they stop, *at every interruption.* Give students practice by stopping them in the midst of transcription and insisting that they mark through their notes to the point where they stopped even before lifting their eyes to find out what is wanted. They can resume with little loss of time and with no chance of starting at the wrong place.

Procedure No. 5: More than one conscientious beginning stenographer has taken home with her the many spoiled sheets from her first day's work on the job because she has been ashamed of the wastebasket full of expensive letterhead she has ruined. Although she has studied placement for short, medium, and long letters, the letters in the office have a way of not falling exactly and smoothly into any of the categories. Too, in the office there is no time for long, arithmetical processes in figuring exact placement of tabulated materials or for retyping them.

Simplified Technique for No. 5: For years, experienced office typists and transcribers have used judgment placement for both tabulated materials and letters. The student's ability to judge the length of letter from his shorthand notes or the amount on a disc or belt must be developed through practice. Combined with the judgment must be the ability to estimate what margins to use.

When, after typewriting a part of the letter, experienced stenographers find they have misjudged, they add a few extra line spaces here and there in the closing element of the letter or take out a line or a half-line space or make other deviations to eliminate the necessity for retyping the letter. The appearance isn't marred; probably only the trained eye of the teacher can detect the change.

Suggestions have been appearing recently in our advanced typewriting textbooks for "adjustments" in the placement plan of the letter *after* the letter is partially typed, but *without* beginning the letter over.

With practice, students become skillful at setting the letter up by judgment. Consequently, to teach the "adjustment" procedure and to give real practice in the stretching or condensing of the letter after part of it is typed, the instructor can add a short sentence or two, or delete an equal amount, after the student has started his transcription. This will make the letter too high or too low, necessitating the change of plan.

Procedure No. 6: Many letterwriting experts say that letters with short paragraphs have greater appeal and tend to be more effective. Teachers of letterwriting encourage the use of short paragraphs—"paragraphing for appearance." Many of the letters in an office, though, are written by people who have had little such instruction. To increase the effectiveness of these long letters, many supervisors of transcription pools, therefore, actually set rather arbitrary limits for paragraph length. Some tell their transcribers to use *ten* lines as a maximum length; some suggest *six* or even *five* lines as the limit. Most lengthy paragraphs can be cut in one or more places.

To many typists, the long paragraphs "look right" because letters and straight copy in the classroom have had long and complicated paragraphs.

Simplified Technique No. 6: To offset these experiences, teachers of transcription can encourage and give top credit for letters transcribed with accuracy and with eye-appealing short paragraphs.

The students who have always transcribed from notes where paragraphs were faithfully dictated are in for a real shock when they must work without such helps. Some experience, too, is needed with dictation with only part of the punctuation and only a part of the paragraphs indicated.

TYPEWRITING

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TYPEWRITING PROFICIENCY IN THE OFFICE

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MOST TEACHERS of typewriting would agree that there are two phases to the development of typewriting proficiency: the development of skill and the development of ability to apply that skill to the production of usable typewritten jobs.

In the early plan of teaching typewriting, the keyboard was introduced and a very minimum of basic skill developed. As soon as this basic skill had been developed, budgets of typewriting jobs were assigned. Regardless of the amount of teacher-directed activity during this early stage, from this point on the students were pretty much on their own.

When it came to determining the final grade, in some cases the budgets typed and handed in served as the sole basis for the grade. In other cases, this was combined with the speed and accuracy a student attained on a 10 or 15 minute straight-copy test.

The assumption was made that if the students handed in the required amount of work acceptably done and could copy at some established rate with some established degree of accuracy they would be satisfactory office typists. It can be conservatively stated that there is strong evidence to indicate this was an erroneous assumption.

What are some of the skills and knowledges involved in proficiency as an office typist?

1. Basic skill (ability to strike the typewriter keys rapidly and accurately)
2. Good knowledge of related learnings; for example, the spacing following punctuation marks, the relationship of other marks of punctuation to quotation marks, the division of words at the ends of lines
3. Ability to solve problems in connection with preparation of completed projects
4. Ability to apply the "tricks of the trade"
5. Habit of following instructions
6. Efficient handling of materials
7. Pride in good workmanship
8. Ability to apply and the habit of applying all or the appropriate combination of skills and knowledges to the performing of each typewriting job done.

How can these skills and knowledges be developed? Much can be and has been said and written on some of the items listed; therefore, the treatment of some of these factors must be very brief.

The development of basic skill should begin the first day the typewriting class meets and should continue throughout the course. The percentage of class time devoted to the development of basic skill should be gradually decreased from almost 100 percent at the beginning of the course to a very much smaller percentage at the end of the course. People cannot apply skill they do not possess; therefore, it is obvious that some degree of basic skill must be developed before the application of skill begins.

Some of the related learnings can be and usually are presented rather early in the course. Presentation of the related knowledges should of course be continued and the assimilation should be a cumulative process. To assume that students will really learn these things merely through copying from the textbook is a risky assumption. If students are instructed in the application of these principles to various situations and are told that they will be expected to learn to apply them and that they will be tested over their ability to do so, learning will be promoted.

American business uses a rather wide range of letter styles. As teachers of typewriting, we tend to think in terms of a relatively few, more-or-less standardized, letter styles. An examination of actual business letters that are being used will reveal that in addition to these so-called standardized styles, different combinations of styles are in use; and in addition, various innovations, which apparently came from none of the traditional styles, are also used.

Development of Proper Understanding and Attitude

The development of familiarity with all of these letter style combinations and innovations is probably not as important as the development of understanding and of the proper attitude—an understanding of the function to be performed by the various segments of the letter aids in the intelligent typewriting of the letter; an attitude of wanting to please the employer with the finished typewritten project and an attitude of willingly following instructions to typewrite something in a form that is different than the form which may have been taught in the typewriting class. This might be expressed by saying that typewriting students should develop the understanding that the boss may not always be right but he is always the boss.

In addition to merely getting practice in doing the various kinds of jobs required of typists in business offices, students should develop an understanding of the function performed by the finished projects—how and where the finished projects are used. By so doing, they can better develop the ability to use good judgment in the preparation of the materials.

Oftentimes, typewriting jobs in an office are more than mere copying jobs. Perhaps certain changes are to be made in the copy; perhaps the typist may need to select from a large quantity of material certain portions that

are pertinent to a particular subject and copy only the pertinent material. That is, there are numerous types of problem situations with which a typist may be faced in the performance of a typewriting task. Introducing a student to all of the types of problems with which he may be faced on the job is probably not so important as the fact that he be given experience in the classroom in working under conditions that involve problem solving.

There are numerous "tricks of the trade" with which students should be familiarized; such as, the proper way to feed papers into the machine when several carbon copies are being made, the proper way to feed cards or envelopes into the machine when large quantities are being typed and so on. Not only should students be taught these techniques, but they should be given practice in applying them in a learning situation and then be given jobs to do in a production situation in which they will need to recall and apply these knowledges and skills.

Is a letter that is beautifully typed in modified block style with mixed punctuation acceptable? Not if the instructions given called for open punctuation. Students who do not follow instructions carefully in the typewriting class are likely to be careless in following instructions when they are on the job. Teachers who require that instructions be carefully followed may well be helping their students develop a trait that will be particularly helpful to them in holding future jobs.

Quantity and Quality in Production

The ability to produce a satisfactory quantity of work in an office typewriting situation has several components, and certainly the efficient handling of materials is not the least important. A motion study of the movements of different typewriting students will reveal that many of them waste significant amounts of time in handling the materials with which they work.

As an experiment, give instructions in your class some day for the typewriting of a particular kind of project for which all students have materials available. With a watch, check on the time it takes the students to get ready to start. Note the difference in the time required by the quickest and the slowest student.

In addition to the handling of materials, this preparation for work involves certain machine manipulations, such as the setting of margin stops and setting of the tabulation mechanism. Efficiency in performing these machine adjustments is also important. Students do not necessarily develop the efficiencies just mentioned through mere repetitive performances. In the first place, unless the teacher impresses the students with the importance of these activities, little, if any, attempt will be made by the student to develop these proficiencies.

Some teachers have said, "My students don't have office desks in which to arrange their materials; therefore, I cannot give them practice in handling materials as they can be handled in the office." The lack of spacious facilities is all the more reason they should be methodical.

Is there any *good* reason that students cannot be helped to learn to handle materials as efficiently as possible with the facilities available. The chances are very good that such practice will be very helpful to them when they do have office desks. In fact, it may very well be one of the things that will enable them to keep jobs with office desks.

Pride in Good Workmanship

Frequently, we hear someone say, "It is almost impossible to hire a carpenter or a plumber today who takes pride in good workmanship." What about the typists that are going from typewriting classes into business? Do they take pride in good workmanship? Can teachers of typewriting do anything to help students develop pride in good workmanship? If a student does a careless, "sloppy" piece of work, such questions as "Would you as a businessman want to sign and mail this letter? Does this represent your best efforts?" will at least provide food for thought. Try cutting the names off two similar projects; one especially good and the other poor. Put them on the bulletin board with the question, "Which of these is representative of your work?"

Use of Production Units in the Typewriting Class

In addition to the practice necessary for students to develop the skills and knowledges that make up the component parts of typewriting proficiency, situations should be provided in the typewriting class wherein students need to recall and apply the appropriate combination of skills and knowledges. Probably these situations can best be provided through the use of one long unit or a series of shorter production units.

The production unit or units should require the students to produce various types of jobs that are similar to jobs produced in an office. This work should be timed. Timing should be started before paper for the first job is inserted in the machine and continued until the paper for the last job is removed from the machine. Of course, there will be appropriate interruptions in the timing if the unit extends over more than one class period. The important thing is that the production rate be calculated on a basis that includes all activities performed in connection with the jobs produced. This production rate is much more significant than mere copying rate as a basis upon which to predict success in the office.

If students show that they can put together the appropriate combination of skills and knowledges needed to do well in the production unit or units, there is at least a reasonably good basis for assuming that they can be proficient office typists.

United Services

BOOKKEEPING AND ACCOUNTING

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AN "EXTRA" FOR THE BRIGHT LEARNER IN BOOKKEEPING

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"WHAT DO YOU DO with the bright student?" is a question that is asked perennially by bookkeeping teachers at conferences and problem clinics. "Give him extra work," is one of the suggestions usually offered. Many teachers express the opinion that similar assignments cannot be justified because they "punish" the bright student for his superior ability and diligence by asking him to do "busy work" from which he does not benefit. There seems to be agreement by bookkeeping teachers that the preferable form of additional assignment is that which challenges superior ability. But where are we to get those new and challenging situations is the next query posed. Frequently, family or community activities can be selected that will call for creativeness and ingenuity.

What do you think of a project on "What Does It Cost To Drive Your Car" as an extra after you have used your favorite approach for teaching depreciation? Although it does not provide practice on the adjusting and closing entries, it should give a deeper meaning to the word "depreciation" because it relates the term to a close, personal situation.

When the bright student works the project independently of the teacher, an instruction sheet similar to the following will supply him with the explanation and information needed to complete the illustrated computation sheet.

"WHAT DOES IT COST TO DRIVE YOUR CAR?"

Obviously the cost of driving an automobile will vary with the type of car and the use to which it is put. The following instructions will help you determine costs for your car, if you own one, or for the family automobile. Judging from the ever-increasing number of cars on the roads, most people feel that the pleasure and convenience provided justifies the expense.

Fixed Costs

The motorist must pay the fixed costs regardless of the number of miles his car is driven during the year. Depreciation, a fixed cost, is the largest single expense. It is also the most difficult of all the expenses to determine because it is complicated by interest charges on installment purchases and by different methods of making allowances when an old car is traded in for a new one.

Some businesses estimate cars generally decrease 40 percent in value the first year; 25 percent the second; 15 percent the third; and comparatively little thereafter. For tax purposes, though, most business firms figure depreciation at 25 percent a year. However, the following method is suggested to the average nonbusiness car owner: Subtract the current value of the car from its original purchase price to ascertain the decrease in value. Divide by the number of years the car has been owned, and the answer will be the annual depreciation cost. Remember that the original purchase price of the car includes the amount paid for the car, the accessories, interest on money borrowed to make the purchase, sales taxes, and expenses of completing the transaction, such as transfer fees. The current value of the car can be estimated after you study the used car classified advertisements in the local newspapers.

The other fixed costs are easy to determine. List the monies expended for the premiums on the insurance. Do the same for the license and driver registration fees. Record only those taxes paid on a regular basis.

Variable Costs

These are directly related to how much the car is used. The expense of gas and oil is usually the highest. Because most motorists do not keep an accurate record of gas purchases, such costs must be estimated. Do it this way: Find out how many miles your car gives to a gallon of gas by filling the tank to the top. The number of gallons needed to refill divided into the distance traveled will represent the mileage per gallon. Repeat this test several times for accuracy. The number of miles your car travels per gallon divided into the price paid for a gallon of gas will give the gas cost per mile. The gas cost per mile multiplied by the number of miles driven in the year will give the annual gas costs.

Oil consumption can be estimated in a fashion similar to gasoline. Automobile owners usually change the oil approximately every 1000 miles. The distance traveled during the year divided by 1000 will tell the number of oil changes. This number multiplied by the cost of each oil change will give the total cost for oil. To this must be added the cost of any oil added between changes.

Maintenance costs vary widely from car to car. When the car is new possibly all that is needed is lubrication and anti-freeze in season. Information about major repairs is usually available from check stubs or receipted bills. If an estimate must be made, a well-known accounting firm suggests three-fourths of a cent a mile be used.

The average motorist purchases so few tires that he usually recalls the time of purchase and the price. The same accounting firm suggests a figure of one-half cent a mile if tire costs have to be estimated. Incidental costs will vary with the individual motorist's habits and desires. (*Please turn to page* 28)

GENERAL CLERICAL

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SYSTEMS IN THE OFFICE PRACTICE CLASS

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THE TEACHER who employs systematic procedures in the administration of the office practice class takes advantage of a perfect opportunity to teach his students to organize work and carry it out efficiently.

Much money is spent by business and industry today for the advice of job-efficiency experts. Often the result of an office-wide time and motion study is the installation of a system by which a task can be accomplished more effectively. Why not employ systems in the classroom to accomplish the job of preparing students to become proficient office workers? If such a study were made in the office practice classroom, the expert could doubtless suggest many ways in which a more systematic method of handling a job would decrease the work load of the teacher and still produce the desired outcome for the student.

Some of the following suggestions for systematizing classroom activities may be applicable to an existing program without alteration. If not, some ideas might occur to the reader for methods of conserving the time and energy of the teacher by using student help in such a way that while the student is *helping*, he is *learning*.

* * * *

The system: A plan for checking and keeping attendance records.

The procedure: Reserve a section of bulletin board near the entrance to the room for an attendance panel. Staple to this board as many library pockets as there are students. Insert in the pockets 5 by 3 cards (a different color for each class) with spaces for dates absent and dates of work made up. Both the card and the pocket should be numbered to coincide with the numbering system used for the student files. As each student walks into the room, he turns the printed side of his card to the wall. A student timekeeper can then check the attendance in seconds by date stamping those cards which are facing him. He then turns all cards face out ready for the next class period. Reserve a sizable section in the middle of this attendance panel for notices. To encourage the students to check this panel daily as they come into the room, one of the students is assigned the service job of placing there daily a cartoon, verse, or other printed item applicable to the office situation. Other notices or announcements which the teacher wishes all students to see may be posted in this conspicuous place. A small piece of paper with a specific message or simply a "see me" note paper-clipped to the student's time card will provide frequent, personal student-teacher contact.

Benefit to the teacher: This plan provides a speedy and accurate method for checking the roll and making announcements.

Benefit to the student: The burden of accurate timekeeping is placed on the student and classroom time for making announcements and calling the roll is conserved.

* * * *

The system: A plan for assigning and giving credit for service jobs.

The procedure: In addition to the assigned jobs to be completed in each department in the office practice class, those students who have suitable attendance and grade records may be given additional assignments as a service to the teacher and the class. These additional jobs should be considered in ascertaining the grade for the marking period. Typical service jobs are those of timekeeper, file clerk (files all completed jobs in student folders), supply clerk (keeps classroom supplies available to members of the class), bulletin board clerk (changes notices, cartoons, and so on, on the bulletin board), thought-for-the-day clerk (chooses and writes in a specified place on the chalkboard an appropriate thought each day) and proofreaders. The proofreaders are chosen from those students who made "A's" during the preceding marking period. They are responsible for proofreading all materials which have been handed in for evaluation. The instructor, then, needs only to check placement and neatness and decide whether the paper is acceptable, unacceptable, or needs to be corrected (of course, all work done in an office practice class should be evaluated on the basis of office acceptability). This system expedites the teacher's recordkeeping.

Benefit to the teacher: This plan insures that the "extras" which make the class interesting and different will be carried out without prompting by the teacher.

Benefit to the student: Additional practice is provided in filing, recordkeeping, and proofreading, especially for those who are always "ahead of the class" on regularly assigned jobs.

* * * *

The system: The use of a "work completion report."

The procedure: Devise a form similar to the one following to be attached to jobs turned in for evaluation. If the work is acceptable the first time it is turned in, the teacher approves it, posts the grade, and the file clerk files it in the student's folder. If the work needs to be corrected or retyped, the teacher indicates the error under "remarks," places a check in the first blank under "grade," posts the check and date on the student's record

GENERAL CLERICAL

card to show that the job has been checked once, and returns the job to the student. The student then corrects or retypes the job and returns it to the teacher with the original work completion report. When the work is acceptable on the second attempt, the teacher marks the grade above the "2" on the work completion report and posts the grade accordingly; if again it is unacceptable, another check is posted to the student's record card for that particular job and it is returned to the student a second time—and so on until the job is completed according to office standards. Obviously the more often the work needs to be returned, the poorer the grade.

WORK COMPLETION REPORT

Name .... Period ..... No. ..... Date .....

Dept. .... Job No. ..... Proofreader ....
(Of Statistical Typing and Duplicating jobs only)

Remarks:

Checked by ..... Posted by ..... Grade ....
(1) (2) (3) (4)

Benefit to the teacher: This plan provides uniformity in presenting different types of work for evaluation.

Benefit to the student: The final appearance of the office-type job is not cluttered by the inclusion of headings, student's name, and date on the paper. The student recognizes at all times the quality of work he is producing and thus is able at the end of the marking period to determine his own grade according to a specified plan known to him and to his teacher.

* * * *

The system: A plan for disseminating information to the students in the form of pages for a stenographer's manual.

The procedure: Each student, for his first practice job in duplicating, typewrites a stencil covering topics of interest and value such as grooming, telephone technique, letter placement table, number guides, punctuation guides, handling the mail, personality problems, and care of the typewriter. After the stencil is proofread by a fellow worker (who signs the work completion report to certify the accuracy of the work), a sufficient number of copies are duplicated so that each student may have a copy for his manual. The teacher may wish to use some of these mimeo-topic sheets (as we call them) to stimulate class discussion or to implement the textbook material. The teacher, then, needs to accumulate a sufficient quantity of up-to-date articles from magazines and newspapers, or he may wish to write some of them himself. To encourage the students to read these instruction sheets, I permit them to use their manuals for reference on the final examination—another system! You may be sure that an excellent lesson in organizing and systematizing notes is thus learned by the student.

Benefit to the teacher: This plan is an answer to the frequent cry of teachers: "How can I do all those things in one semester in addition to teaching my students the skills necessary to perform satisfactorily on the job?"

Benefit to the student: This plan provides a review of topics to which the student has been exposed in English, typewriting, bookkeeping, and other classes. At the same time, the compilation of a stenographer's manual, which may be very helpful on the student's first job, is accomplished.

Bookkeeping and Accounting

(*Continued from page* 26)

Computing Your Annual Car Costs

Fixed Costs			
1. Depreciation			
a. Original purchase price			
b. Less: Current value			
c. Decrease in value (Divide by number of years owned.)			
d. Annual depreciation			
2. Insurance			
a. Property damage and liability			
b. Collision			
c. Fire and theft			
d. Other			
e. Total insurance cost			
3. License and registration			
4. Taxes			
a. Personal property			
b. Use			
c. Other			
d. Total tax cost			
Total Fixed Costs			
Variable Costs			
1. Gas			
a. Cost per mile			
b. Number of miles driven annually			
c. Total gas cost (multiply a by b)			
2. Oil			
3. Maintenance (Use either actual figures or estimate on basis of ¾ of a cent a mile.)			
4. Tires (Use either actual figures or estimate on basis of ½ cent a mile.)			
Total Variable Costs			
Incidental Costs			
1. Car wash			
2. Polishing and waxing			
3. Accessories			
4. Other			
Total Incidental Costs			
Total Driving Costs a Year			

Many practical problems similar to this one can be devised for use with academically talented students.

F. KENDRICK BANGS, Editor
University of Colorado
Boulder, Colorado

GIVING AN ORAL SEMESTER EXAMINATION IN GENERAL BUSINESS

Contributed by **Harold R. Steinhauser**, *Hiawatha High School, Kirkland, Illinois*

SEMESTER exam time! What shall we do about the general business class? We *could* just use the objective test that accompanies the textbook. It is easy to grade, and our time is short. But wait—certainly we should want to know how much our students have learned about basic economic concepts and their application. We can find this out far better if we include some essay-type questions in the test. Will there be time to grade them? There is a great quantity of other clerical work to be done at the end of the semester.

These are problems which my student teacher and I pondered a few years ago. Then came the idea—instead of the essay question why not an oral semester exam in general business?

Preparation

We decided to give it a try. We reviewed our objectives. How could we get all of the students to receive the maximum benefit from such a project? For our class of 20 students we decided on the plan of writing and numbering 20 questions emphasizing the broad concepts which we hoped the students had understood during the semester's work. In this way the exam itself would serve as a final review of the course. A few days before the test we had a "drawing" to see which question would be assigned to each student. Each was given twenty-four hours to trade questions with another if they cared to do so. The next day I recorded the number of the question on which each member of the class was to talk to eliminate misunderstanding on the day of the exam. The students were to speak in the order of the number of their questions, the student with the first question to be the first and so on. Each was to have about three minutes for presentation, with a fourth minute for additions and corrections either by the class or by the teachers. (We soon found that some students hesitated to comment on another's talk; therefore, we took over this function largely ourselves.)

Grading

The difficult part, of course, was that each question had to be graded right at the end of the presentation since it would have been almost impossible to remember everything a student had said if we waited until later. I did make a few notes since I wanted to remember what was said should a student want to discuss his grade.

Marking the first few questions was a bit difficult. Soon, however, it was not too hard to determine the difference between just an average performance and a better or poorer than average performance, considering, of course, each student's ability. I was primarily interested in whether or not the important points *had been* covered, rather than *how* they were covered. I tried to determine if the student had even given the faintest clue that he understood the concept which his question stressed. This, I thought, was far more important for grading purposes than fluency in presentation, although one cannot completely disregard the latter in such a situation.

Some of the questions used were as follows:

1. You stay at a motel in a distant city. You want to pay the proprietor with one of your personal checks. He refuses to accept it. Give several reasons why he might do this.
2. You have a sum of money on hand. You mention to a friend that you are seeking advice on where to invest it. He suggests U. S. Savings Bonds and Stamps. Are these a good investment? What are their advantages and disadvantages?
3. Which do you think is more dependable—information on labels or in advertisements? Why?

Results

What were the results? On the whole, I was so much pleased with the performance of that class that I repeated the procedure with success at the end of the second semester. The next year, however, many in the class had the "I don't care" attitude. The plan did not work too well! I did not know these particular students' attitudes toward semester exams but soon found out. Several did not even bother to prepare the speech! However, I do expect to use the plan again this year.

Plans are being made to try it sometime without the students knowing ahead of time on what question they are to talk, but it hardly seems fair to do this on a semester examination when they are more likely to have stage fright. Then, too, having such an important grade hinge on one question may not seem fair.

What are the advantages of this plan? First, the time saved in grading needs no further explanation. Second, since we have probably been having written exams all semester, this gives the "good talkers but poor writers" a chance to excel. Finally, even if your school does not have semester tests, it could be a good device for summarizing the semester's work.

One disadvantage is having to take all eighty minutes for oral questions and thus having to give the objective test the previous day. With a larger class even more time would be required unless each student was given only about three minutes.

If you are looking for variety in your general business class, even in semester tests, why don't you give this plan a try?

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

FORREST MAYER, Editor
San Jose State College
San Jose, California

ROLE-PLAYING IN CLASSROOM SELLING SITUATIONS

Contributed by **Caroline Kuhns,** ***Manager, Educational Department, The Emporium, San Francisco, California***

HOW MANY THOUSANDS of dollars does the average store owner spend annually on advertising, on attractive displays, and on numerous customer conveniences and services? We know it is a very high figure, and every penny of it is designed to bring the *customer into the store*. From that magic moment on, when the customer has walked through the doors, the salesperson becomes the kingpin; the sale is either made or it is not, our shopper is either satisfied or she is not, she either learns about new and fascinating merchandise or she does not, she is traded up on quality items or she is not—and it all depends on the salesperson.

Salesmanship Is Showmanship

Retail business is show business. It has all the elements of a good play—theater, stage settings, programs, cast, and audience—and the really professional salesperson is the one who dramatizes his merchandise with interesting, unusual, individual methods of approach and display. And retail selling features the drama of many, many customers during the day, each one with a peculiarly unique set of reasons for wanting to buy.

If a salesperson, in order to be successful, is going to appeal to each prospective customer, is going to place the satisfaction of the customer's personal desires uppermost, then he must be able to sell dramatically and with a flair that will turn indifference into action on the part of the customer. Further, and even more important, the desire to return to *that* store and to *that* salesperson will be kindled. Now, if we accept the fact that these are basic requirements in selling, then we must incorporate these elements in the teaching of retail selling for two important reasons:

1. In order to teach successfully, we must create the actual situation as closely as possible and
2. Selling is fun! In teaching selling, the students should leave the classroom with the feeling that it *is* fun and that knowledge is just as important in this area as in any other.

How to spice up the teaching of selling? The easiest, and what's more, the most effective way is to *sell* in the classroom. Role-playing may sound a little too academic so it's best just to use the term "selling." With very few props—a small counter or table, a hanging rack, a few pieces of merchandise—and the stimulus of a very imaginative approach, you're ready to go.

Imagine that you are attempting to teach a group of students about the importance of the "close" as an element of any sale. Rather than merely preparing a lecture emphasizing how important it is to help the customer decide, to narrow the choice, to help her over the barrier of decision, try the following selling situation:

> A mother is watching her teen-age daughter try on shortie coats. Finally, the daughter finds a coat she likes. "How much is it?" the mother asks.
>
> "That one is $39.95," says the salesperson.
>
> "That's much more than I wanted to spend. Don't you have anything for less?"
>
> "Yes indeed. The coat the young lady had on first is just $25." The salesperson continues: "The style is similar but the material in this one is superior."
>
> "But mother, I don't like that one. I just love this one. It's exactly what I wanted!"
>
> What should the salesman do?

How much more fun it is to set up a selling situation such as this, to ask for volunteers to play the part of the customer and the salesperson, to send the salesperson out of the room for a few moments while the customer reads his role and shares it with the rest of the group, and the action begins!

In this kind of teaching, whether the action which follows is well done or poorly done, the class members cannot help but learn. In the discussion which follows, all kinds of points can be raised, many of which have not even been dreamed of by the instructor.

In discussing any element of the sale—and let's say that it is the close—certain points must be reviewed in order to cover the material adequately. If the group discussion does not bring them out, certain pointed questions could be tossed at the group, such as: "How could the salesperson satisfy both the customer and her daughter?" or "When two people are shopping together, which one should the salesperson try to satisfy, or should he attempt to satisfy both?"

Suppose the subject of customer objections is being discussed. Here's a sample selling situation:

> FIRST CUSTOMER: You are going on a trip and you are interested in buying an item of merchandise the salesperson is showing you.
>
> SECOND CUSTOMER: You raise some objections to this merchandise, such as, "The style isn't too practical" or, "It's really more than you wanted to pay, isn't it?"
>
> What can the salesperson do to really meet these objections and overcome them?

Probably the most significant element of any sale, and the most difficult to teach, is that which deals with listening to the customer and determining his needs. This is the crucial point of the selling interview when the salesperson, if alert and emphatic, finds out specifically *what* the customer has in mind, which blouse will be just right with her suit, which fishing rod will best fit *his* hand,

which dress will reveal *her* best features and conceal her less attractive ones, and which chair will add just the right touch to *their* living room.

Again, selling in the classroom will do a great deal to drive the point home to the students. Consider this selling situation:

CUSTOMER: After having been approached by the salesperson, you tell her that you are interested in looking at a short-sleeved sweater, pastel color, size 40.

The following facts are known to the customer but are not to be revealed to the salesperson unless quizzed.) You purchased a fairly expensive lamb's wool sweater several months ago. You liked it a great deal but it shrank after you washed it. You were upset by that, tried stretching it, but it didn't work. Now you don't want to wear it at all. This time you want orlon or something that will not shrink, but you really must be sold! Price is second to quality.

After the salesperson has left the room, the customer reviews her role briefly with the class. Here, your group is "in" on the secret of the situation—is really sharing the personal information of the customer—and is fascinated to see whether the salesperson's skill will be sufficient for the customer to divulge her whole story. In discussion following the action, it seems to be effective to encourage the salesperson first and then the customer to "let off steam" before the group interjects its comments. Generally, if the salesperson has missed a point somewhere in selling, he is quick to mention it in the discussion following his sale. Likewise, if the customer has or has not received the kind of attention he is seeking, he will be ready to mention it with the group backing him up because of its knowledge of the sale requirements.

Typical selling situations are easy to prepare. Facts must be specific and clearly and briefly presented. As a matter of fact, excellent sources for interesting situations can be the class members themselves in submitting actual shopping experiences. And, the points of selling and salesmanship are so much more emphatically presented than by traditional methods of lecture or even group discussion.

A top salesperson is one who works hard at his profession and who realizes that knowledge of selling techniques and of merchandise is essential to success. Why not, at the high school or junior college level, emphasize these factors which we know to be so vital? And why not try to enthuse our future salesmen and stimulate them to seek more knowledge in this area? Retail selling can use a tremendous amount of improvement and the young people entering the field will do a great deal to raise the standards generally if they are enthusiastic and well informed.

UBEA THE ASSOCIATIONS UNITED FOR BETTER BUSINESS EDUCATION

Forum Editors and Plans Announced

Improvement and expansion in services for UBEA members are explored constantly by the National Council for Business Education. Among those approved by the Council during the February 1959 meeting were the suggestions presented by the Publications Committee for an additional services page in the BUSINESS EDUCATION FORUM and the special issue.

The special January issue cuts across all subjects. Likewise, the new services page will be devoted to articles of a general nature. Paul S. Lomax, professor emeritus of New York University, will edit this new section during the 1959-60 publication year. Articles on evaluation and other topics not covered in the present Services Section are being planned by Dr. Lomax.

The January 1960 special issue of the FORUM will feature "Business Education Curriculum—A Futuristic Point of View." The issue editor, Dr. Jessie Graham, Los Angeles, has already begun work on the issue which will contain sound ideas on curriculum and pronouncements in this area by outstanding business educators.

Several new editors have joined the FORUM Staff for the 1959-60 publication year. They include Zenobia T. Liles, Georgia State Department of Education, Atlanta, *Shorthand Services;* Z. S. Dickerson, Jr., Madison College, Harrisonburg, Virginia, *Bookkeeping Feature;* R. Norval Garrett, Southeastern Louisiana College, Hammond, *Bookkeeping Services;* Alvin C. Beckett, San Jose State College, California, *Distributive Occupations Services;* and Woodie Smith, Breckenridge High School, Breckenridge, Texas, *Typewriting Services.*

These appointments have been announced by E. C. McGill, Kansas State Teachers College, Emporia, chairman of the UBEA Publications Committee. Other members of the committee are Edwin Swanson, San Jose State College, California; and Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls. Dr. Douglas will succeed Dr. McGill as chairman of the Publications Committee on June 1.

Many of the FORUM editors will continue. These editors are Mary Ellen Oliverio, Lawrence Erickson, Theodore Yerian, E. L. Marietta, Floyd Crank, F. Kendrick Bangs, Warren Meyer, Wilson Ashby, and Marguerite Crumley. The retiring editors are Carol Ostness, Russell Hosler, John Binnion, Robert Swanson, Dorothy Veon, and Forrest Mayer.

UBEA Summer Meeting

President Vernon Musselman has announced that the annual meeting of UBEA will be held at the Sheraton-Jefferson Hotel in St. Louis on Wednesday, July 1. The first session will get under way at 9:45 a.m. with a panel discussion on "UBEA in Action."

At 2:00 p.m., the business teachers will join teachers from other subject groups to consider the question: "How can the special fields and levels of education work with general education associations in solving problems of concern to the whole profession?" It is hoped that out of this group will emanate intensified interest and unity for professional advancement.

All business teachers are invited to attend the morning session; however, only the UBEA-NEA members are included in the afternoon discussion circle. Members of UBEA who will attend the NEA convention in St. Louis are requested to notify the UBEA Headquarters Office so they may be given specific assignments.

UBEA CALENDAR

NATIONAL MEETINGS

Future Business Leaders of America, Washington, D. C., June 14-16

United Business Education Association (NEA), St. Louis, Missouri, July 1

Joint Convention, UBEA Research Foundation, Administrators Division of UBEA, National Association for Business Teacher Education, and International Division of UBEA, Chicago, Illinois, February 11-13

REGIONAL MEETINGS

Mountain-Plains Business Education Association, Oklahoma City, June 18-20

Southern Business Education Association, Virginia Beach, November 26-28

Western Business Education Association, Phoenix, Arizona, April 14-16

NEA CORNER

● American Education Week celebrates its 39th birthday this year from November 8-14 with a theme urging parents to "praise and appraise their schools." Observances all over the country will be set in motion by a formal proclamation from President Eisenhower who, in his State of the Union message, mentioned the nation's need for "dedicated parents who cooperate with the teachers."

The American Legion, the National Congress of Parents and Teachers, and the United States Office of Education share sponsorship of American Education Week with the NEA.

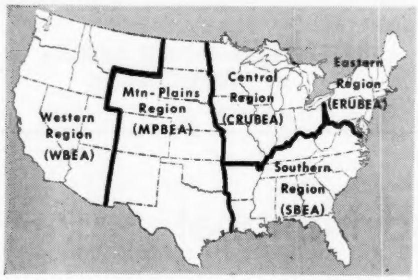
● UBEA was among the Departments which with NEA co-sponsored a three-day seminar on testing and the evaluative processes. Twenty-five teachers, administrators, test makers, and specialists in testing from across the country were in attendance at the seminar. Robert S. Fox of the University of Michigan served as the coordinator.

The group was in agreement that schoolmen must be increasingly alert that tests and testing programs are used as education tools and not as publicity gimmicks to demonstrate that one school has a better system and staff than another. A special contribution to the seminar was made by the Baltimore public school system which sent a team of six persons to the opening session for the purpose of describing how they carry on a continuous program for the selection and use of standardized tests, records of child growth and development, and informal evaluation procedures as a part of their program of curriculum improvement.

A pamphlet that focuses sharply on problems the teacher and administrator face in developing quality programs on testing and evaluation will be published by the NEA Council on Instruction upon completion of the project. The format of the pamphlet, "Toward Better Use of Tests and the Evaluation Process" will be similar to the Council's 1958 release on "How Good Are Our Schools."

● "Youth Wants To Know" is back on the air with a new network, a new moderator — and closer-than-ever cooperation with the National Education Association, which has been identified with the award-winning program for the past three years.

The half-hour TV show, featuring high school boys and girls quizzing newsworthy personalities, has been broadcast once a month since February in prime evening time by the Westinghouse Broadcasting Company over its five TV stations. Veteran broadcaster Theodore Granik, founder and producer of "Youth Wants To Know," has returned to the moderator's chair for the current series.



UBEA REGIONAL and AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated and regional UBEA associations should be of interest to FORUM *readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA region which has unified its program of activities with UBEA and has representation on the National Council for Business Education.*

SOUTHERN REGION

SBEA

Marguerite Crumley, Assistant Supervisor of Business Education in Virginia, has been appointed State Coordinator for the 1959 convention of the Southern Business Education Association to be held at the Cavalier Hotel, Virginia Beach, Virginia, on November 26-29. Z. S. Dickerson, Head, Business Department, Madison College, Harrisonburg, Virginia, is president of the association.

Earl Bracey, Norfolk Division, College of William and Mary, Norfolk, Virginia; and Ruth Lee, Woodrow Wilson High School, Portsmouth, Virginia, have been appointed local co-chairmen.

The final and complete plans for this important convention will be announced in the fall issues of the FORUM.

Kentucky

The Kentucky Business Education Association held its spring meeting in Louisville on April 16. Ross Anderson, Morehead State College, Morehead, Kentucky, presided. "Business Teachers at Their Best" was the topic of the address given by Elvin Eyster, Indiana University, Bloomington. Jerry Shroat, vice-president of the Southern Region of FBLA; and his sponsor, Eugene Smith, made a presentation entitled "Marching to Success Through FBLA." Vernon Musselman, UBEA president, University of Kentucky, reviewed recent developments in business education.

Florida

Edna Long, president of the Florida Business Education Association, presided at the annual spring meeting of the association on March 20 in Tampa.

The following new officers were elected: chairman, Carrol Waggoner, University of Florida, Gainesville; vice-chairman, Joseph Barkley, Edgewater High School, Orlando; secretary, Berneece Overholtz, Northeast High School, St. Petersburg; and treasurer, Ellen Butler, Stranahan High School, Ft. Lauderdale.

CALIFORNIA ELECTS . . . Officers of the California Business Education Association for next year are (left to right) Fred S. Cook, president; Lura Lynn Straub, vice-president; John Linn, treasurer; Virginia Sprague, secretary; Howbert Bonnett, historian; and Lou Gentile, past-president.

Alabama

M. L. Roberts, University of Alabama, was elected president of the Alabama Business Education Association at the meeting on March 13. Other officers elected are Gesna Young, Centreville, vice-president; and Robert Hyett, Oxford, secretary-treasurer. Gesna Young and Evelyn Gulledge were elected delegates to the UBEA Representative Assembly.

CENTRAL REGION

CRUBEA

The governing board of the Central Region of UBEA sponsored a Representative Assembly in Detroit, Michigan, on March 20. Vernon Musselman, University of Kentucky, UBEA president, presided. National Council for Business Education members from the Central Region participating in the meeting included E. L. Marietta, Michigan State University; James Blanford, Iowa State Teachers College; and Lorraine Missling, Nicolet High School, Milwaukee.

Michigan

The annual convention of the Michigan Business Education Association was held in Detroit, March 19-20. The program was highlighted by outstanding speakers from throughout the country. Frank W. Lanham, University of Michigan, president of the association, presided. The association sponsors a conference for beginning business teachers and it publishes a monthly newsletter.

WESTERN REGION

WBEA

Ralph Asmus, Phoenix, Arizona, has been elected president of the Western Business Education Association for 1959-60. Other officers elected at the WBEA convention in Portland, Oregon, are Robert Kessel, Moscow, Idaho, vice-president; Iris Irons, Salt Lake City, Utah, secretary; and Ruth Paget, Carson City, Nevada, treasurer.

Washington

Officers elected for next year for the Western Washington Business Education Association are Frances Brown, Seattle, president; Gil Koller, Seattle, vice-president; Margit Holmer, Lacy, treasurer; and Darinka Brown, Seattle, secretary.

Central Washington Business Education Association officers elected are Lina Wilkins, Ellensburg, president; Freida Froth, Goldendale, vice-president; and Adeline Engen, Yakima, secretary-treasurer.

EASTERN REGION

Connecticut

The Connecticut Business Educators' Association is holding its fifty-fifth annual convention at Teachers College of Connecticut, New Britain, Connecticut, on May 9. The theme of the convention is: A New Look at the Business Curriculum. Agnes K. Fahey, president of the association, is in charge of the meeting.

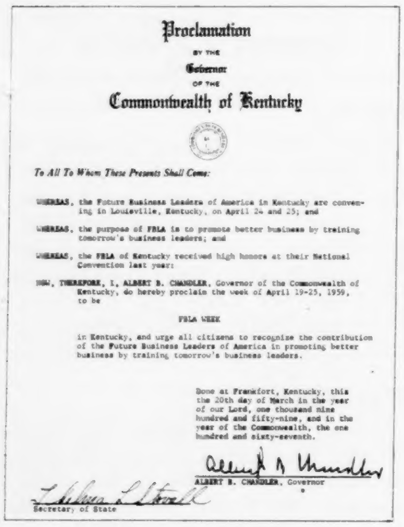
The Future Business Leader

For Sponsors and Advisers of FBLA Chapters

FBLA In Action—Local, State, and National

Governors Recognize FBLA

The importance of FBLA at the state level is dramatically illustrated through the FBLA Day or FBLA Week declared by the governors in states which have a large number of chapters. The value of FBLA to business education is immeasurable in all public relations activities. Typical of the proclamation is the one issued by the Governor of the Commonwealth of Kentucky.



Proclamation

BY THE

Governor

OF THE

Commonwealth of Kentucky

To All To Whom These Presents Shall Come:

WHEREAS, the Future Business Leaders of America in Kentucky are convening in Louisville, Kentucky, on April 24 and 25; and

WHEREAS, the purpose of FBLA is to promote better business by training tomorrow's business leaders; and

WHEREAS, the FBLA of Kentucky received high honors at their National Convention last year:

NOW, THEREFORE, I, ALBERT B. CHANDLER, Governor of the Commonwealth of Kentucky, do hereby proclaim the week of April 19-25, 1959, to be

FBLA WEEK

in Kentucky, and urge all citizens to recognize the contribution of the Future Business Leaders of America in promoting better business by training tomorrow's business leaders.

Done at Frankfort, Kentucky, this the 20th day of March in the year of our Lord, one thousand nine hundred and fifty-nine, and in the year of the Commonwealth, the one hundred and sixty-seventh.

ALBERT B. CHANDLER, Governor

Secretary of State

New Publications

Several new FBLA publications were released for the first time in the current school year. Among them was the new magazine for FBLA members, the FUTURE BUSINESS LEADER. Designed to incorporate articles of interest to each FBLA member and to further the purposes of FBLA, the magazine has reached a circulation of nearly 50,000 copies.

The LEADER incorporates the earlier quarterly publication, the FBLA FORUM. Regular features of the magazine include: standards for business, spelling, and parliamentary procedure, and articles on chapter activities.

A 64-page Handbook for use by FBLA chapter officers and sponsors was released in January of this year.

College Division

The first official meeting of the College Division of FBLA will be held in conjunction with the National Convention in Washington, D. C. on June 14-16, 1959. At that time, a president, vice-president, and secretary will be elected. The college president will serve automatically as the vice-president of the FBLA National Organization.

Special events are planned for the College Division representatives at the 1959 convention in addition to those which will be open to both high school and college students. Mr. and Miss Future Business Executive will be chosen, a vocabulary relay will be held, and special discussion groups and a business session for college members only have been scheduled.

At the 1957 meeting of the FBLA National Board of Trustees, the use of the Greek letters, Phi Beta Lambda, was authorized. The use of Greek letters is on a permissive basis and is not obligatory on any college chapter. The College Division has its own pins of special design —College FBLA and Phi Beta Lambda. They are available from the FBLA National Office.

The College Division of FBLA was established by the National Board of Trustees in June 1958. Members of the Board of Trustees are Dr. Hamden L. Forkner, Dr. Frank M. Herndon, Dr. Lloyd V. Douglas, Dr. Vernon Payne, Dr. Theodore Yerian, and Dr. Vernon Musselman.

FBLA National Convention

Attendance at the Eighth Annual FBLA National Convention in Washington, D. C. on June 14-16 is expected to reach the 700 mark. Advance registration reports from across the country show much enthusiasm sweeping through the chapters. This is evidenced also in the outstanding projects and activities carried on throughout the year.

Sixteen national events are scheduled in which state chapters may compete for awards. Since Washington, D. C. is one of the Nation's top sightseeing attractions, extensive tour arrangements are being completed to include the Capitol and Mall Area at night, trips through the White House and the Bureau of Engraving, Watergate and the Marine Band Concert, as well as tours to most of the other major sites of importance in the city.

The two and one-half days of activities will be culminated by the Annual Awards Banquet on Tuesday evening. A National Leadership Conference for state chapter officers will convene on June 17 and continue through the remainder of the week. This is the first leadership conference to be held on a national level. It stems from the growth of such activities on the state level and the experimental 1958 Columbia Conference conducted for state chapter officers in the Southern Region of FBLA.

Chapter 2000 Chartered

"Chapter 2000 of FBLA Installed at Baldwin Park High School, California." That is the way the headlines could read in all the FBLA newsletters across the nation. Chapter 2000 is another major milestone in the growth of FBLA from Hawaii to Maine. It was only five months ago that Chapter 1900 was installed at Bryant Station Senior High School, Lexington, Kentucky.

A banquet will precede the installation ceremony for Chapter 2000. The installation service will be conducted by officers of Chapter 550, Excelsior High School. Dr. Jessie Graham, a former member of the FBLA Board of Trustees, will present the FBLA charter to Chapter 2000. Mrs. Marion Winters is sponsor of the new chapter at Baldwin Park.

Among the guests at the banquet will be school officials, representatives of business, and members of the executive committee of the California State Chapter. Dr. Graham, Mr. Charles Dee Cox, and Larry McDonald will represent the FBLA National Organization at the installation ceremonies.

Dr. Sam Wanous of the University of California at Los Angeles will address the chapter members and guests following the formal installation service.

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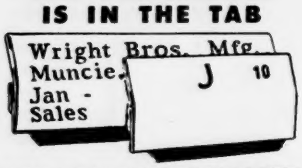

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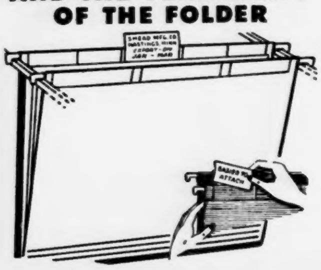

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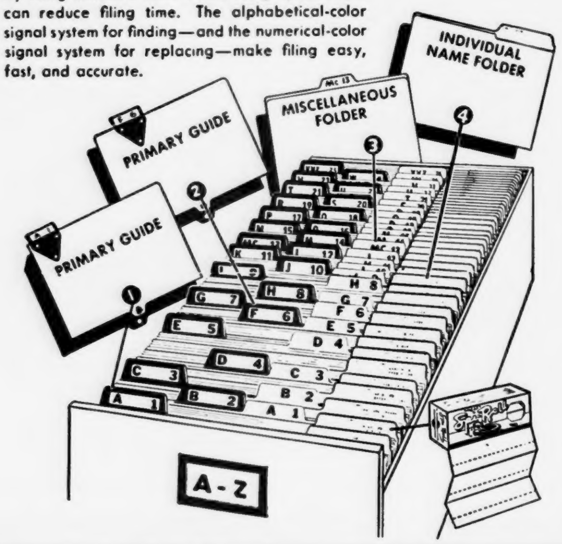

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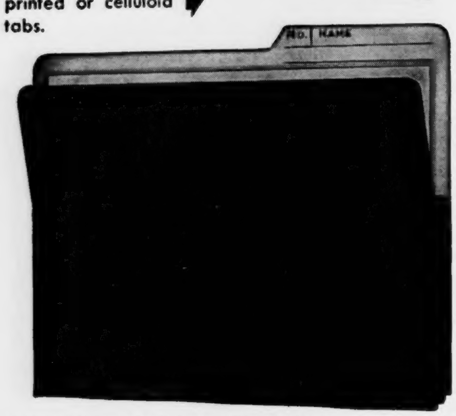

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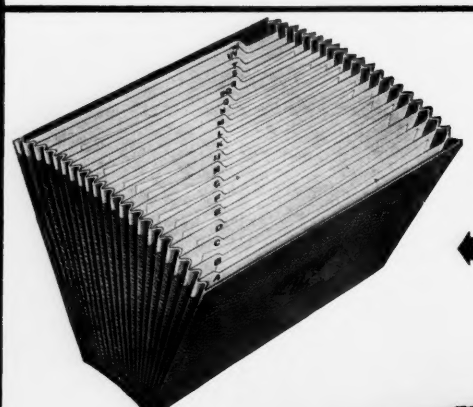

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